To the CCCC Executive Committee, March 2021:

The 2021 Nominating Committee would like to recommend that attention is paid to the following aspects:

1. We recommend that as part of a larger institutional equity assessment project, there is space to learn more about leadership roles, member participation, and representation at CCCCs.
    1. Data from the 2021 NCTE interest survey: this year, the leadership survey was sent to all members, but only a few responded (9), and everyone who chose to disclose their race/ethnicity selected "white / Non-Latinx, Hispanic, Spanish." This poses questions about: how is the survey advertised and distributed? Do those formats work as we attempt to reach underrepresented groups?
    2. Developing tracks for new or established CCCC members to become involved in CCCC and cultivate leaders to help low barrier to entry into leadership roles in any elected position and/or in committees.
2. We recommend that the lack of transparency in the nomination process is addressed.
    1. The NC Chair's email and other materials, like the advertisement email for the open meeting, tried to emphasize the goal of promoting "diversity, equity, and inclusion" and opportunities for asking questions and learning about the process, but is this enough? Why is there such low participation?
    2. We think that disseminating more information about what goes into the leadership roles is necessary and it can increase participation, especially among underrepresented groups (including graduate students, non-tenure track faculty, and faculty from two-year colleges). Do CCCCs members know what goes into doing the work of Chair, Assistant Chair, Executive committee and nominating committee? Perhaps an educational campaign (multimedia resources) could help to disseminate information about these opportunities?
3. Other recommendations: the requirements for being part of the EC include attending the convention every year for 3 consecutive years. The nominating committee believes that the organization should give more attention to the ways it fosters or delimits participation in leadership when scholars are international. This requirement poses financial challenges for people from outside of the US, especially – although not exclusively. While this is a financial concern, there are certainly others, and recommend giving attention to (1) modes of participation--can some be remote, for instance?; (2) modes of financial concerns, for instance, any funding support?; and (3) internationalizing the conference, where it is held. Can it be held in another country? Can there be leadership roles of conferences that are subsets that happen in other locales? (4) and internationalizing perspectives of research and the work that we do in advocacy, support, learning, teaching. etc.